Navigating the New Promotions Process:
How the New Promotion Pathways Will Affect You

Committee on Promotion Tracks
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Committee charged defining a new process for promotion

Rationale:

- The current system of tracks is difficult to understand
- Faculty initially on an unmodified track, where tenure consideration exists. Thus, most feel that they fail when tenure is not an option
- New tracks emerged to recognize faculty activities.

Committee met for >18 months
Guidebook (40+ page) written in draft form
Approved by EFC, GFC, & Board of Overseers
  - Incorporation of changes to Handbook
  - Finalize Guidebook
  - New criteria will take effect end of March 2015
Current System (simplified!)

Full-Time WCMC Faculty

- Research Professor
- Assoc Research Professor
- Asst Research Prof
- Professor
- Assoc Professor  6 yrs
- Tenure ~8 y
- Professor (Academic Clinical) (Academic Research) (Educators, Modified Title)
- Assoc Professor (Academic Clinical) (Academic Research) (Educators, Modified Title)
- Professor of Clinical X
- Assoc Prof of Clinical X
- Asst Prof of Clinical X

6 years – mandated choice of track

Unmodified Title

Lack of clarity regarding criteria, and track structure

For Full Time Faculty: 6 tracks, three ranks, +/- tenure
Medical College Faculty are Diverse
Current Distribution of Full Time Faculty at the Associate Professor Level

<table>
<thead>
<tr>
<th>UNMODIFIED TITLES ON</th>
<th>ASSOCIATE PROFESSOR</th>
</tr>
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<tbody>
<tr>
<td>Tenure Track</td>
<td>27</td>
</tr>
<tr>
<td>Academic Clinical Track</td>
<td>54</td>
</tr>
<tr>
<td>Academic Research Track</td>
<td>17</td>
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<tr>
<th>MODIFIED TITLES ON</th>
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<tbody>
<tr>
<td>Clinical Track</td>
<td>143</td>
</tr>
<tr>
<td>Research Track</td>
<td>24</td>
</tr>
<tr>
<td>Academic Educator Track</td>
<td>6</td>
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37% of faculty on an Academic Track (scholarship is a critical component for evaluation, in addition to excellence in area of concentration)

73% of faculty have a clinical area of excellence. Of these faculty, 27% are on the academic clinical track.

Faculty are diverse- diverse roles, diverse skills. Very difficult to reduce to one track system.
Process:

• Broad committee representation

• Evaluation of Promotions at comparable institutions. Input solicited from the Clinical Affairs subcommittee of the GFC

• Focus on Criteria for Full Time Faculty.

• No changes proposed for tenure consideration and review.
Fundamental Principles of New System

• **Identify** an area of Excellence. Self-identification by faculty, with needs of Departments/Centers

• **Evaluation** for Excellence in Academic Activity

• Link between rank and breadth of Candidate’s Reputation

• Requirement for Scholarship (publications, educational materials, policy statements, grants, leadership role in clinical trials, etc)

• All faculty are evaluated for excellence in teaching
Identify One Major Area of Excellence

- Educational Leadership
- Clinical Innovation and Expertise
- Investigation

Evaluation for Teaching Activities

- Additional Supporting Activities
  - Education of Patients
  - Clinical Expertise
  - Investigation
  - Administrative or Institutional Service
• For faculty with unmodified titles, promotion will be heavily dependent upon evidence of scholarship, in addition to recognition in their area of excellence.

• For faculty with modified titles, recognition in their area of excellence will form the major basis for promotion, with more modified expectations in scholarship.
Proposal for WCMC Revised Promotion Pathways

**Academic Pathway: Clinical Expertise, Investigation, Educational Leadership**

- *Professor of...
- *Associate Professor of...
- Assistant Professor

**Research Excellence**

- Professor of Research in...
- Associate Professor of Research in...
- Assistant Professor of Research in ...

**Teaching Excellence**

- Professor of Teaching in...
- Associate Professor of Teaching in...
- Assistant Professor of Teaching in ...

**Clinical Excellence**

- Professor of Clinical ...
- Associate Professor of Clinical ...
- Assistant Professor of Clinical
Pathway Recognizing Academic Achievement and Scholarship

• Title: Assistant, Associate, or Professor of (Department)

• Area of Excellence should represent the candidate’s major area of achievement and impact:
  - Clinical Excellence
  - Excellence in Scientific Investigation
  - Educational Excellence

Scholarship, broadly defined, is a major requirement (authorship, funding, leadership role in clinical research)

Report on Teaching and Education (required)

Report on Significant Supporting Activities (service to College)
Enhancements (1)

• Language for tenure consideration to be articulated in offer letters—typically reserved for faculty with “Investigation” as their area of excellence. Expectation that these faculty would be evaluated for promotion to Assoc Prof at ~6 yr, tenure at ~8-9 years.

• To promote transparency in the promotions process, and provide greater clarity to faculty, detailed examples of metrics, at each level, have been provided.

• Movement between pathways permits greater freedom to faculty members who may wish to modify career direction.
Pathway Recognizing Clinical Excellence

• Title: Assistant, Associate or Professor of Clinical (Department)

• Clinical Excellence should represent the major area of achievement and impact and form the basis of the candidate’s reputation and recognition.

• Assessment will be performed regarding the candidate’s recognition as a clinical expert, and influence on clinical practice

• Scholarship is expected in the area of clinical expertise, although this pathway does not require the same measure of written scholarship as faculty on the Academic Achievement Pathway

• Report on Teaching and Education is required

• Significant supporting activities are reviewed (service to the College)
<table>
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<tr>
<th>Assistant Professor</th>
<th><strong>Examples of Metrics</strong></th>
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| Recognition as a clinical expert | Strong local reputation as a clinical expert, may hold local clinical leadership roles. **Specific metrics**  
  • Invitations to speak locally, and in many cases regionally, on issues related to area of clinical expertise  
  • Role in local professional organizations related to clinical expertise, including participation as a speaker in courses and program development  
  • Invitations to participate locally in the development of guidelines/protocols for quality improvement or management in area of clinical expertise  
  • Service as peer reviewer for clinical journals  
  • Peer-reviewed funding to support innovations that influence clinical practice locally  
  • Local awards for contributions and/or innovation in the area of clinical expertise |
| Influencing clinical practice | Key role in the development or local adoption of innovative approaches to diagnosis, treatment or prevention of disease, use of technologies and/or models of care delivery. Examples of activities (many others are possible) include:  
  • Assisting with the creation of a novel interdisciplinary clinical service  
  • Key role in development and local implementation of practice guidelines for care or to prevent medical errors  
  • Utilizing and disseminating the use of a new surgical procedure |
<table>
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<tr>
<th>Level</th>
<th>Examples of Metrics</th>
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| Assistant Professor | • Publication of first author original research, reviews and/or chapters related to area of clinical expertise; may include publication of research that assesses the effectiveness of innovative approaches to clinical care  
• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted locally                                                                 |
| Associate Professor | • Publication of first and senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise that are recognized as authoritative and are widely cited  
• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted regionally, and in some cases, nationally  
• Publication of first and senior author manuscripts that demonstrate the impact of the candidate’s innovation on quality of care, clinical outcomes, and/or access to care |
| Professor      | • Publication of senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise that are widely recognized as influencing the field nationally, and in many cases, internationally  
• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted nationally, and in some cases, internationally  
• Publication of senior author manuscripts that demonstrate the impact of the candidate’s innovation on quality of care, clinical outcomes, and/or access to care |
Pathway Recognizing Research Excellence

• Title: Assistant, Associate or Professor of Research in (Department)

• Research Excellence should represent the major area of achievement and impact.

• This can be in basic, clinical or qualitative research (outcomes, health services, epidemiology), or development of new methods/technologies.

• Scholarship will be evaluated, including the impact of intellectual contributions

• Teaching within the area of research will be evaluated

• Additional supporting activity will be evaluated (service to College, participation in professional societies, grant or manuscript review, etc)
Enhancements (2)

- Detailed teaching activities will be captured in a teaching portfolio.

- Longer service criteria and cumulative productivity. Department Chair may include documentation of additional accomplishments felt to justify promotion.

- Annual Faculty Review process will facilitate discussion of progress to promotion on a yearly basis.

- Mentorship committees should be used to facilitate progress towards promotion.

- No significant change for criteria for Instructors, Voluntary Faculty.
Enhancements (3)

- **Letters from Evaluators:** Faculty should meet with Chairs to discuss list of potential evaluators.

**Guidelines for impartiality include:**
- The evaluator has not been a trainee or mentor of the candidate
- The evaluator has not been a contemporaneous colleague at the same institution (including WCMC)
- The evaluator is not a co-investigator or co-author within the past five years (with the exception of large multicenter clinical trials or research consortia)

A list of evaluators who can comment on prominence, potential and current expertise, national reputation, and specific contribution of the candidate to the academic mission of the Medical College will be generated. These evaluators can be faculty members who may not fulfill the above criteria for impartiality, but can directly comment on the service and excellence of the faculty member. These evaluators should be external to the Department of the faculty member.

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<tr>
<th>Promotion to</th>
<th>Ask for</th>
<th>Received letters required (minimums)</th>
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<tbody>
<tr>
<td><strong>Unmodified Title</strong></td>
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<td></td>
</tr>
<tr>
<td>Professor</td>
<td>9 names</td>
<td>3 impartial + 3 more (any type) = 6 minimum</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>6 names</td>
<td>3 impartial + 2 more (any type) = 5 minimum</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>2 letters</td>
<td>2 letters (at least 1 impartial preferred) = 2 minimum</td>
</tr>
<tr>
<td><strong>Modified Title</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mod. Professor</td>
<td>9 names</td>
<td>3 impartial + 1 more (any type) = 4 minimum</td>
</tr>
<tr>
<td>Mod. Assoc. Professor</td>
<td>6 names</td>
<td>2 impartial + 2 more (any type) = 4 minimum</td>
</tr>
<tr>
<td>Mod. Asst. Professor</td>
<td>2 letters</td>
<td>2 letters = 2 minimum</td>
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The Office of Faculty Affairs requests letters from evaluators.
Enhancements (4)

• **Tips to Enhance Your CV**
  
  – Faculty may provide a brief description of their major contributions
  
  – Faculty may annotate their most important publication or other scholarly works, particularly to clarify their role on collaborative initiatives